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ABSTRACT

This issue reports the final activities of a project on adult education and community development. It begins by describing the activities carried out following the visits to various locations, including the opening up of the cooperative monitoring process through three meetings (two seminars and one hearing) and a series of joint seminars in cooperation with the authorities of member states to test to what extent the instruments proposed for action and experimentation could be applied in different social, cultural, and economic contexts. General policy guidelines originated by project activities concerning the methods used in local and regional employment projects are also set forth. The results of the project are addressed, namely the action proposals that comprise practical development instruments that can be adapted to different situations and used as reference in the practical implementation of innovative experiments. Possible exploitation of project results are then considered. The conference on "Adult Education and Community Development: Challenges and Responses" which will mark the end of the project is described. Finally, documents issued in the framework of the project are listed. (YLB)

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Bulletin of CDCC Project No. 9
"Adult education and community development"

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I. INTRODUCTION

This issue of "New Trends" should be the last issue of the series concerning the CDCC Project N° 9 "Adult education and community development".

The project, which was launched in 1982, comes now to an end. A final conference, to be organised in May 1986 in Strasbourg, will consider the results and the perspectives opened by the activities carried on during the past four years.

The former issues of the Bulletin presented a conceptual and organisational framework of the Project, descriptions of the 14 experiments associated with the "co-operative monitoring" process, reports on the visits to the various locations and an account of their evolution in time as a result of this process.

It must be noted that the same co-operation which has originated a certain development in the associated experiments has also made possible to define and to specify a set of proposals likely to be used by those working for community development projects.

The elaboration of the results of Project No. 9 and of proposals for action has been mainly carried out in 1985, after a set of 8 seminars organised in the member countries have tested these results in the light of different concerns, approaches and priorities.

The documents produced in the framework of Project No. 9 are listed on the last page of this Bulletin.

II. ACTIVITIES CARRIED OUT FOLLOWING THE VISITS TO THE VARIOUS LOCATIONS

In 1982, when member governments contributed to the successful launching of the project by informing the Secretariat of a significant number of experiments set up in their respective countries, this interest already constituted the large basis on which Project No. 9 would be constructed. At the same time, the Project Group was entrusted with the important responsibility of producing results that would be beneficial to these innovatory initiatives (and possibly to many more potential ones) that were being taken in order to promote a higher level of social and economical well-being, cultural dynamism and the political involvement of the population which constitutes the communities living on more or less small territories.

The first stage of the co-operative monitoring process involving the mutual study of the 14 pilot experiments, selected from nearly 70 proposals, was concluded with the last meetings in Strasbourg of the co-operative monitoring groups early in 1984.

For reasons inherent in, and required by, the method adopted (ie co-operative monitoring) which coincided with the restrictions on resources, both administrative and financial, imposed at the level of the Council of Europe, co-operation within Project No. 9, though intensive, had to be carried out between only 14 pilot experiments for a period which lasted less than two years.

This intensive co-operation produced a number of provisional results in 1984. These results were noted by the Project Group and two principal guidelines for the refinement, dissemination and exploitation of these results were determined with a view to creating the desired multiplier effect:

a. the necessity for opening-up of the co-operation process to many more others than the 14 experiments involved so far in the process;

b. the advisability of setting-up flexible national or regional networks (or adapting existing ones) with a view to establishing horizontal and vertical (transversal) channels of communication between, and co-ordinating the work of, innovation projects which promote integrated local/regional development in member States.

At a first stage, three meetings (two seminars and one hearing) in autumn 1984 were accordingly convened:

- Seminar I on "Community development responses to unemployed which take account of economic perspectives" (Strasbourg, 5-7 November 1984)

- Seminar II on "Development of roles of women and men for participation in community decisions - Decision-making structures" (Strasbourg, 21-23 November 1984)

- Hearing on the "Prospects of Co-operative Monitoring" (Strasbourg, 6-7 December 1984)

At a second stage, a series of joint seminars were organised in 1985, in co-operation with the authorities of member States on relevant themes proposed by them.

Participants:

- in the two seminars organised in Strasbourg, were persons who had responsibility or opportunity at national or regional level to promote or influence integrated community development or those who were currently engaged in or planning development projects;

- in the hearing, were officials responsible, and possessing the necessary means for setting up or continuing co-operation as initiated by the co-operative monitoring process of Project No. 9 at the international level and/or within the member countries.

With regard to the joint seminars, the following eight proposals were received together with the corresponding themes, dates and places:

- Federal Republic of Germany: "Responses to unemployment in the context of local and regional development" (Hofgeismar, near Kassel, 24-26 April 1985),

- Belgium: "Co-operation between those representing sectors relating to social movements and professionals of adult education" (Brussels, 6-8 May 1985),

- Portugal: "Methodological guidelines for co-operation between adult education projects linked to development" (Barcelos, near Braga, 21-24 May 1985),

- Nordic Cultural Co-operation of the Nordic Council of Ministers: "Changes in working life opportunities for learning?" (Landskrona, 10-14 June 1985),

- Spain: "Hypothesis for a network of local adult education and community development projects" (Las Navas del Marqués, near Avila, 2-5 July 1985),

- United Kingdom: "Responses to unemployment and the consequences of economic restructuring" (Chislehurst, near London, 23-26 July 1985),

- France: "Local development, social innovation and economic productivity" (Sèvres, 17-19 September 1985),

- Italy: "Networks of development projects?" (Siena , 4-6 November 1985).

The general aim of these joint seminars was to discuss with those engaged, at different levels of responsibility, in local/regional development projects in the respective countries, the results of Project No. 9, to test to what extent the instruments proposed for action and experimentation could be applied in different social, cultural and economic contexts and to draw conclusions on any further action that should be taken in the framework of the Council of Europe.

Participants included 5-8 persons who had been involved in the work of Project No. 9, mainly drawn from members of the Project Group of the Co-operative Monitoring Groups and from those who had participated in the visits, the seminars and the hearing; the others were 15-30 participants from the country organising the seminar jointly with the Council of Europe.

Co-production of multi-media materials

Parallel to the above-mentioned activities, a co-production programme had been started in 1981 after a feasibility study phase and brought together three countries (Austria, Denmark and the United Kingdom), joined after 1982, by the Federal Republic of Germany, to co-operate through their competent multi-media institutions for producing video-led materials to be used in the training of adult educators (in basically formal situtions), who had little or no previous experience of teaching adults. These multi-media training packages are distributed and widely used in different training institutions in the four countries concerned. The International Course Team responsible for this programme has completed its mandate of co-producing these materials with their accompanying print materials (12 units). The process evaluation report, prepared by two British experts will be available in 1986. Any assessment of the use of these materials could be envisaged at a later date.

III. GENERAL POLICY GUIDELINES ORIGINATED BY THE ACTIVITIES OF PROJECT No. 1

From the observations of practice carried out within the 14 pilot experiments and from the work of the three co-operative monitoring groups, a number of conclusions have been drawn. These conclusions can be expressed in the form of general policy guidelines regarding the methods employed in local and regional development projects.

Circumstances differ, of course, from place to place. Even within a single country the features of adjoining regions are so different that it is impossible to apply a single development model.

It has also been established that whatever the divergences in cultural, economic, social and political contexts, new problems are being created by the type of crisis through which European regions and communities are going. These problems are common to most of the regions in a state of crisis and justify a joint search for methods and strategies which can be adopted after adjustment, in most cases, to fit particular circumstances.

The results of Project No. 9 show that somewhere between an all-out individualism precluding any attempt at co-operation, on the grounds that no two situations are the same, and idealistic cloud cuckoo-land preaching one model supposedly valid for all, there are converging trends of thought and experimentation in Europe today which are giving a fresh meaning to European co-operation in this field.

What are these elements, around which a new stage of co-operation in local and regional development might be organised?

The first thing to point out is that most of these conclusions and general principles are matters of common sense and may seem self-evident.

It may sometimes be useful to remember self-evident things; but the originality or direction taken by the pilot experiments lies rather in the strategies employed.

The objective of co-operation is not just to compare, it is also to act. The purpose here, therefore, is to increase the reach and range of the measures and projects best fitted to present circumstances.

Development is first and foremost a policy, and a strategy undergoing evolution

Here we are talking less about a physical thing than about a way of thinking and envisaging action. As an on-going system, development has to do with systems analysis. Emphasis should therefore be placed primarily on the need for an approach in terms of systems. In reality, a development project should rely more on the organisation and interaction of (in most cases) simple and sound instruments, rather than on ready-made spectacular solutions.

1. The alpha and omega of development must be local, but that does not mean acting alone out in the cold. There must be liaison with broader back-up networks.

It is important that regional, national and international agencies play their part and assume their responsibilities. Further, a degree of consistency must be maintained in relation to national priorities and the general policy laid down by a country's democratic organs. Lastly, it appears necessary to stress that community development makes for balanced regional development. As such, it makes for dynamism on the part of all the member States.

2. Local and regional development is not decreed from on high, any more than it arises as a result of spontaneous generation

It is essential that development starts from at least some degree of collective awareness of a community's problems, which may be expressed by group movement but also by institutions or people speaking on behalf of them. Recognition of problems is in itself an educational act.

Any future projects should therefore concentrate first on this aspect, without which the development process may well sink into the sands for want of any solid foundations.

3. Development demands mobilisation of all the material and human potential which is available locally

A community's primary resource is its human potential, its history and identity, the social and occupational qualifications of its members.

Their mobilisation is the prime factor of any action. Outside help is necessary, to be sure, but at the right moment and commensurate with needs.

4. Local and regional development must not be reduced to the sum of its social, economic, cultural, political or ecological parts, but must take into consideration the overall nature of the reality, interactions between and the possible synergies of its constituent parts

One feature of the type of crisis through which European countries are going is that it challenges not only such guiding ideas as full employment and unlimited growth of consumption, but many other assumptions elaborated during the period of growth as well.

It will not be far wrong to affirm that the crisis is no less cultural than economic. The more spectacular and especially painful aspect of short-term unemployment should not be allowed to hide what goes with it:

- a lack of long-term prospects,
- the decline in self-confidence and confidence in the community, and commitment to the life of the community,
- the cultural consequences of the disappearance of traditional sectors of activity in every area of community life,
- the - in some instances shocking - state of the environment (urban, rural, ecological system) in towns and regions hit by the crisis,

- underlying transformations of social structures and ways of life: relations between generations, social groups, men and women.

5. Development is a process in which planning, programming and the ability to adapt to unforeseen circumstances go hand-in-hand

The most successful experiments seem to have been those which did not attach the development project to some permanent structure. Their organisers sought, on the contrary, to respond as directly as possible to the imperatives of a given situation as it changed. If structures exist, they are tools that can be used flexibly and not ends in themselves.

6. The process of local development is also a process of education and training, just as education and training cannot be dissociated from community development

In crisis conditions we have observed that local situations are sometimes worse than national economic indices would seem to indicate. In such cases haste is of the essence and there must be a solid foundation to build on. In this context the concepts of education/training and development are even more closely related than elsewhere. Development means the planning and carrying out of one or more (personal or collective) projects. The process of planning and carrying out these projects is an educational one. In this type of project it is no longer possible to conceive of education and training as distinct from development.

7. Learning in the context of development is motivation-based, goal-oriented, learner- and problem-centred, and does not possess elements which (a) characterise the more traditional teacher/instructor-pupil relationships; and (b) involve the techniques employed to transfer knowledge and skills acquired in classroom and workshop to life

The experiments studied showed some teaching/learning situations which superficially appeared traditional but even these were more learner-centred and activity based than didactic and non-participative: relating and modifying the knowledge and skills to be acquired to the past experience of the learners and their present and future needs as perceived by them and not as defined by others.

Some situations, however, went beyond mere modification of the teacher/instructor-pupil relationship and the control of knowledge was vested in the learners. In these cases teachers/instructors were concerned to enable people to organise and create knowledge out of their experience and to apply it to their needs and objectives rather than to facilitate the transfer of their knowledge.

8. Considering the context in which development projects are carried out, new functions and job profiles will have to be devised

In the context of the integrated development projects outlined above, and the development of instruments, the conventional division of roles and functions would appear to require revision.

IV. PROPOSALS FOR ACTION AND POSSIBLE EXPLOITATION OF THE RESULTS PRODUCED BY PROJECT No. 9

The results of Project No. 9 are the action proposals formulated for the attention of all those who have responsibility or opportunity to promote or influence integrated community development projects or those who are currently planning or engaged in such innovations. These proposals comprise practical development instruments that can and should be adapted to different situations and used as reference in the practical implementation of innovative experiments in the light of 9 general policy guidelines or strategies.

By way of example, we may offer, for the sake of simplicity, a linear presentation of these instruments trying to distinguish between them:

- instruments of initial promotion
- instruments of consciousness-raising and needs identification
- instruments of planning and programming (definition of operational objectives)
- instruments of implementation
- instruments of evaluation

being fully aware that these overlap in reality and that the list could be condensed or extended or presented in a variety of other forms.

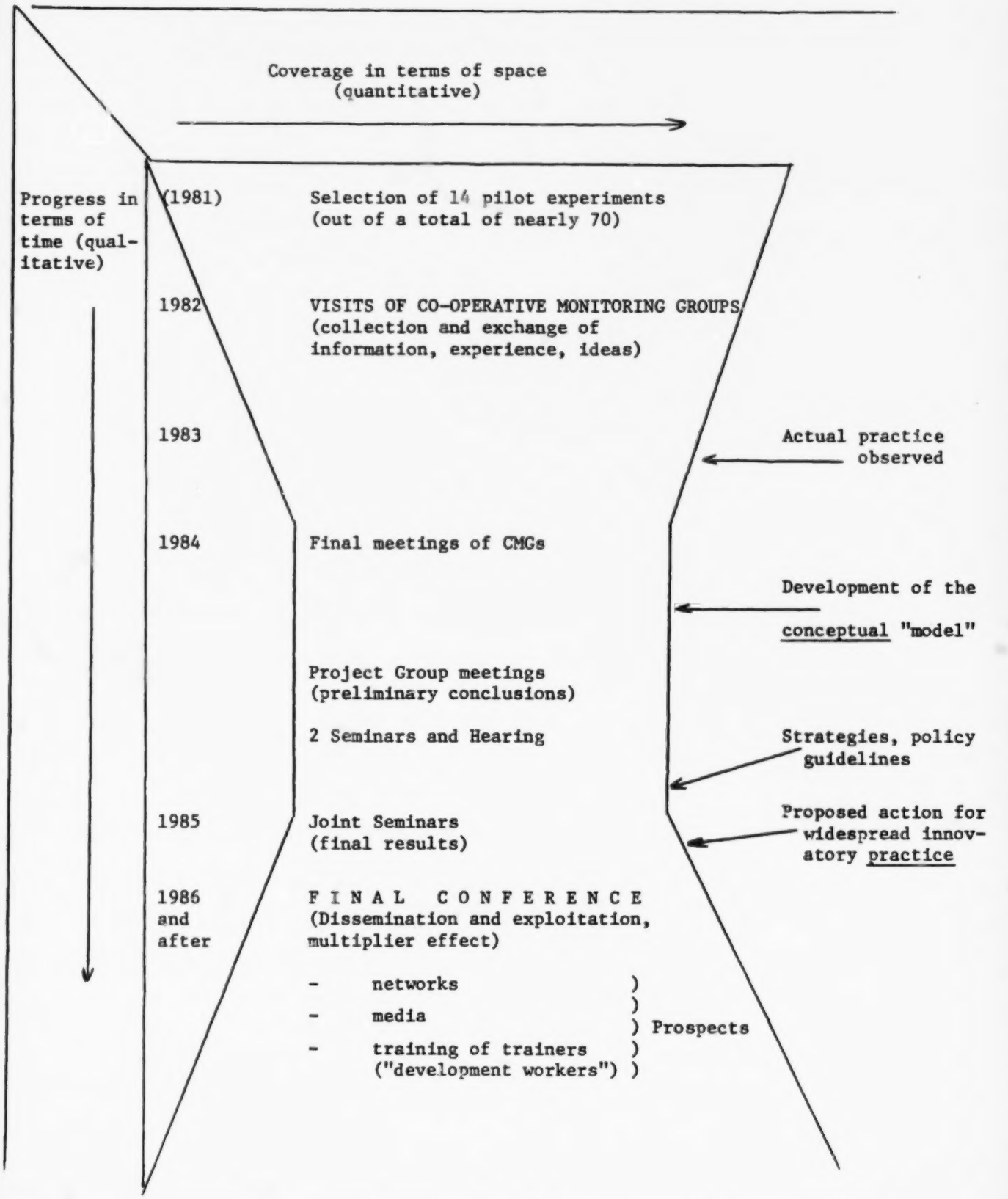
*
* *

The aim of Project No. 9 has been from the start to encourage new initiatives and to contribute to the progress of existing experiments through interaction between them. This was considerably achieved by the last stages of the Project in which the preliminary results were disseminated and exploited through 11 seminars organised in Strasbourg and in several member countries. All these developments are now leading to the proliferation of innovative experiments at local or regional level and to the necessity of establishing national (or regional) networks or communication channels to be planned and flexibly co-ordinated at national and international levels, in order to prevent such experiments from working in isolation and instead to ensure that they contribute to, and benefit from, the desired interaction within and between the networks. This aspect of the results of Project No. 0 will not only constitute the basic infrastructure for the proper implementation of the measures proposed for action but could also be conceived as an on-going strategy for facilitating the adaptation of national policies and decisions to changing needs.

In order to facilitate and intensify communication and co-operation within and between these networks, multi-media education technologies would have an important role to play. By committing multi-media and mass-media institutions in these European development networks, development processes and instruments including those resulting from Project No. 9 would be illustrated and widely diffused, thus transforming the media into another important instrument for development. Furthermore, joint action for producing and circulating relevant educational software including programmes for staff training would in particular enable all those engaged in development projects to make maximum use of the media.

All these efforts would consequently contribute to increasing European awareness on a large scale.

SIGNIFICANT STAGES IN THE DEVELOPMENT OF PROJECT No. 9



V. THE CONFERENCE ON "ADULT EDUCATION AND COMMUNITY DEVELOPMENT: CHALLENGES AND RESPONSES" (Strasbourg, 26-29 May 1986)

The Conference which will mark the end of CDCC Project No. 9 should provide an opportunity to present to a wide audience the results of the Council of Europe's work in the field of adult education and community development and to define a number of policy guidelines for consideration and possible implementation at the level of the Council of Europe and in the member States.

In this connection, the Conference will consider, in the light of the results of Project No. 9:

- adult education as an innovative force that, by drawing on human potential, can equip society in general and local and regional communities in particular, to respond to the challenges created by new cultural, economic and social patterns emerging in Europe,

- common objectives and strategies that can be defined and put into action in the framework of integrated community development,

- the future of European co-operation, based on the experience drawn from the intensive multilateral co-operation between the 14 pilot projects of Project No. 9 and having regard to the common strategies to be devised for the future.

The Conference will be organised so as to include short plenary sessions and discussions in working groups; it will be divided into two phases passing from experimentation to defining strategies for action: the first will thus evaluate the results of Project No. 9 and the second will consider how these results could be applied in the member States.

The plenary sessions will include introductory lectures and key-note addresses, each followed by a brief exchange of views and the final sitting will adopt a series of recommendations and possibly a Declaration.

The discussions in the working groups during the first phase will be based on such issues as community responses to unemployment, role of media as instruments of community development, the establishment of national/regional networks of development projects, new functions to be performed by development staff and the necessary training for these functions. These will be illustrated by some case studies which bring together a maximum of different aspects necessary for an integrated development approach, with the aid of video cassettes, where appropriate and possible.

The discussions during the second phase of working groups, cutting across some of the issues dealt with in the first phase, will concentrate on a number of key concepts in order to determine priorities and strategies for the future.

It should be noted that the pilot projects which participated in the work of Project No. 9 have, in many cases, collaborated, mainly at local and regional levels, with a great variety of public and private educational and non-educational institutions such as the school; the university; adult education bodies; public authorities responsible for education, culture, health and social affairs, labour, agriculture, housing, environment, science and research; local and regional authorities; cultural and religious associations; trade unions and employers' organisations; industrial and commercial enterprises; educational multi-media and mass-media institutions.

Taking into account that Project No. 9 itself also covered different sectors, and in view of the variety of institutional contexts in which the principles and methods developed in the Project have been and should be applied, the Secretariat invited national authorities to appoint delegates representing as many of the above-mentioned sectors as possible, in addition to those who have direct responsibilities in promoting (policy- and decision-makers) or implementing (field-workers, etc) integrated community development projects.

National authorities have also been invited to propose names of national non-governmental organisations which should be invited to send observers to the Conference.

VI. DOCUMENTS ISSUED IN THE FRAMEWORK OF PROJECT No. 9

REPORTS OF THE JOINT SEMINARS

- Federal Republic of Germany : "Responses to unemployment in the context of local and regional development" (Hofgeismar, near Kassel, 24-26 April 1985) — CC-GP9 (85) 10 (*)

- Belgium : "Co-operation between those representing sectors relating to social movements and professionals of adult education" (Brussels, 6-8 May 1985) — CC-GP9 (85) 11

- Portugal : "Methodological guidelines for co-operation between adult education projects linked to development" (Barcelos, near Braga, 21-24 May 1985) — (to be issued)

- Nordic Cultural Co-operation of the Nordic Council of Ministers : "Changes in working life ; opportunities for learning ?" (Landskróna, 10-14 June 1985) — CC-GP9 (85) 13 (*)

- Spain : "Hypothesis for a network of local adult education and community development projects" (Las Navas del Marqués, near Avila, 2-5 July 1985) — CC-GP9 (85) 23 (*)

- United Kingdom : "Responses to unemployment and the consequences of economic restructuring" (Chislehurst, near London, 23-26 July 1985) — CC-GP9 (85) 24

- France : "Local development, social innovation and economic productivity" (Sèvres, 17-19 September 1985) — CC-GP9 (85) 16

- Italy : "Networks of development projects" (Siena, 4-6 November 1985) — (to be issued)

OTHER DOCUMENTS

- "6,000 days in front of us : new and old employment and unemployment in perspective", by Prof. Saverio Avveduto — CC-GP9 (85) 15

- "From rigidity to flexibility : work, education and social relations", by Prof. Henri Janne — CC-GP9 (85) 21

- "Networks of development projects : possibilities of implementation in Spain and Italy", by José Antonio Fernandez and Marcello Limina — CC-GP9 (85) 22

- "A contribution to the work carried out - Comments and illustrations", by Christian Darvogne — CC-GP9 (85) 14

(*) in preparation

PUBLICATIONS FOR SALE

Summary comprising action proposals for the implementation of integrated development projects	Study prepared by the Directorate of Education, Culture and Sport Publication: 1985 £ 1.90 FF 17,00 $ 5.00
The 14 pilot experiments Volume 1: Switzerland, Spain Portugal and Italy	Presentation of the experiments of co-operative monitoring group No. 1: "Participation of women and men in decisions affecting their daily life on a wide range of local and regional issues" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
The 14 pilot experiments Volume 2: Finland, Belgium, Sweden Denmark, Federal Republic of Germany and France	Presentation of the experiments of co-operative monitoring group No. 2: "Responses to unemployment and to the consequences of economic restructuring" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
The 14 pilot experiments Volume 3: Netherlands, United Kingdom, Turkey and Norway	Presentation of the experiments of co-operative monitoring group No. 3: "Evolution of the social and cultural roles of women and men" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
Some conclusions from the co-operation between projects	By Walter James, Project Adviser Publication: 1985 £ 2.85 FF 26,00 $ 7.50

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